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ABSTRACT

The first part of this survey is an introduction to the development of the TESOL Organization (Teachers of English to Speakers of Other Languages) and its professional activities, such as teacher training and experimental work with teaching English as a second dialect. The second part is the 1967-68 international TESOL bibliography, which lists works in the following fifteen categories: (1) Surveys and Bibliographies, (2) Teaching in Specific Places to Specific Groups, (3) General Methodology, (4) Pronunciation, (5) Grammar, (6) Reading, (7) Composition, (8) Vocabulary, (9) Literature, (10) Testing, (11) Teaching Aids, (12) Teacher Training, (13) Bilingual Education, (14) Standard English as a Second Dialect, and (15) Other Related Matters. (FB)

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TESOL, 1967-68

A SURVEY

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PART I—INTRODUCTORY

This review is essentially bibliographical. It is international in scope; at least a start has been made in that direction. But there are, of course, many problems in compiling references on a world-wide basis. Library holdings and information services, on the other hand, improve a great deal year by year, and the time may come before long when the whole TESOL field, domestic and foreign, can be surveyed adequately and without too much difficulty according to significant developments as well as bibliography.

At the present time hardly any developments have an immediate effect on world-wide TESOL. Our efforts are scattered, with our main attention directed to specific student and teacher groups, but we continue to build communication channels and must continue to do so during the years ahead. Changes in technique, method, and approach take place slowly in our field, but we, as an international teacher group, are more receptive than ever before to innovations, and more opportunities to upgrade our proficiency and our profession are available to us now than ever before.

There are three current expressions that have reference to teaching of English to non-native speakers of the language: teaching English as a foreign language (TEFL), teaching English as a second language (TESL), and teaching English to speakers of other languages (TESOL). In American usage generally, TEFL has to do with the teaching of English overseas and to foreigners who are more-or-less temporary residents in the United States—foreign students, visitors, diplomatic people, etc. TESL, on the other hand, has to do with the teaching of English to non-native speakers who are more-or-less permanent residents in the United States—Spanish-speakers in the Southwest, American Indians, Puerto Ricans in New York, Chinese living in the San Francisco Bay Area, etc.* TESOL, a broader expression, encompasses both groups.**

The TESOL Organization

TESOL ['tɛˌsɔl *or* 'tiˌsɔl] is also an acronym for Teachers of English to Speakers of Other Languages, a professional association for those concerned with the teaching of English as a second or foreign language, which officially came into being in 1966, after several years of planning. Establishing TESOL, the organization, on a sound and continuing basis during the ensuing years, 1967 and 1968, has perhaps been the most significant recent development in the field (9, 343, 406, 408, 411, 413).

The membership, numbering more than 1500, consists mainly of classroom teachers and program administrators; probably every aspect of the TESOL pro-

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* An extended use of the TESL term includes the teaching of English in the Philippines, India, and other countries where English is an official language.

** I was recently informed that a new organization has been formed in Canada called Teachers of English as an Additional Language (TEAL). The expression "teaching English to the foreign born (TEFB)" still has some currency in urban areas, perhaps because a number of textbooks are still labeled *English for the Foreign Born,* but this expression is rapidly giving way to TESOL and TESL. Harold Allen's term TENES (Teaching English to Non-English Speakers) has gained less popularity than I expected; I suppose the negative idea in *non-English speakers* has had an effect on this. See Allen, Harold B. *TENES: A Survey of the Teaching of English to Non-English Speakers in the United States.* Champaign, Illinois: National Council of Teachers of English, 1966 (USOE Contract No. OE 4-10-224).

fession is represented through the organization's members. James E. Alatis, Associate Dean of the School of Languages and Linguistics at Georgetown University, has served as executive secretary for TESOL since its founding, and his office provides a clearinghouse for a large variety of matters concerning the profession. The officers and executive committee have worked vigorously, and with moderate success on the national level, "to promote scholarship, to disseminate information, to strengthen at all levels instruction and research in the teaching of English to speakers of other languages," according to the organization's constitution. It will remain to the state and regional affiliates, such as those now in operation in New Jersey, New Mexico, California, Texas, and Puerto Rico, however, to provide direct assistance and guidance to the thousands of classroom teachers involved in one way or another with TESOL activities.

A series of foundation grants to the national organization would help a great deal toward the acceleration of a nation-wide effort to equip the nation's non-English-speaking young with the language of the nation. In addition to the summer and academic-year institutes (21) provided for under the federal Education Professions Development Act (EPDA), support is sorely needed for local teacher workshops, consultation services, and the like.

Prominent national leaders in the profession have served as presidents of TESOL: Harold B. Allen of the University of Minnesota (1966), Edward M. Anthony of the University of Pittsburgh (1967), Paul M. Bell of the Dade County [Florida] Public Schools (1968) and David P. Harris of Georgetown University (1969). The organization has two regular publications, *TESOL Quarterly*, edited by Betty W. Robinett of the University of Minnesota, and TESOL Newsletter, edited by Alfred C. Aarons of the Dade County [Florida] Public Schools. These two serials, both ably produced, have provided the main avenues of publication for the profession during the past three years.

The organizational (constitutional) convention was held in New York (1966), following two previous large-scale planning conventions in Tuscon (1964) and San Diego (1965). Although the TESOL name has been used right along since 1964, the organization, officially constituted, is relatively new; its first annual convention was held in Miami (1967), the second in San Antonio (1968), the third in Chicago (1969), and the fourth in San Francisco (1970). Several well-known national organizations contributed varying amounts of time, effort, and money to help launch TESOL—the National Council of Teachers of English, the Modern Language Association, the Center for Applied Linguistics, the National Association for Foreign Student Affairs, and the Speech Association of America. There is still a fairly close tie between TESOL and these sponsoring organizations; it is noticeable in the composition of their boards of directors, overlapping memberships, and joint undertakings in regard to TESOL activities.

The Association of Teachers of English as a Second Language

The Association of Teachers of English as a Second Language (ATESL), a section of the National Association for Foreign Student Affairs (NAFSA), continues to function, but along somewhat different lines since the establishment of the TESOL organization. ATESL's annual *Selected Conference Papers* ceased publication with the 1967 issue. However, the *NAFSA Newsletter*, containing ATESL reports, has continued publication and will probably be replaced soon by a journal. ATESL (NAFSA) members, numbering between 300 and 400, are for the most part academic people associated with college and university programs devoted to English training for foreign students; a number of them are also involved in TESOL teacher-training programs at colleges and universities.

For years ATESL operated as a kind of appendage to NAFSA, having relatively few interrelationships with the other sections and groups of the "parent" organization. But during the last two years, ATESL has become more integrated with the rest of NAFSA; joint projects and programs involving ATESL and the Admissions Section, ATESL and the Community Section, etc., have been undertaken. It has been found generally, I think, that ATESL and other NAFSA groups have many common interests and their professional activities and concerns overlap in more areas than was previously believed.

Several proposals have been put forward to accommodate ATESL within TESOL or interlock the two organizations in some fashion, but as yet no concrete plan, satisfactory to all concerned, has emerged. The most promising suggestion is that ATESL form the nucleus of a college and university section within TESOL at which time the latter begins to reorganize itself along sectional lines. Another plausible idea is that TESOL and ATESL establish a joint membership arrangement whereby a member of ATESL will automatically be a member of TESOL as well.

The NAFSA Field Service has devised a framework to assist college and university personnel who work with foreign students—not only teachers of foreign students, but also admissions officers, foreign student advisers, etc.; a similar framework may prove desirable in the future for TESOL and its affiliates. The Field Service plan provides (1) short-term travel grants which allow teachers and administrators from one campus to visit another campus and observe the methods of handling certain foreign-student activities and problems; also in some cases, travel grants permit college and university personnel to attend regional NAFSA conferences; (2) support for brief workshops, usually held on weekends in various parts of the country; (3) visits to campuses by NAFSA consultants to assist teachers and administrators plan and carry out projects and programs to fill the particular needs of foreign students there. Around the country certain NAFSA members are designated as consultants, and when consultation at a given institution is requested, a consultant from the region goes to the campus and provides, insofar as possible, the needed assistance. One consultant told me that during the 1967-68 school year he made about 40 consultations, one or two days each, in California and neighboring states.

Inasmuch as ATESL is a section of a larger organization, it has a chairman rather than a president. Bernard Spolsky of Indiana University served as chairman (1966-67), Robert B. Kaplan of the University of Southern California (1967-68), Robert L. Saitz (1968-69), and Robert P. Fox (1969-70). Recent NAFSA annual conventions have been held in Houston (1967), San Francisco (1968), and Boston (1969).

At the Houston convention a new sub-organization came into being—the Commission on Intensive English Programs (CIEP), which later became an integral part of ATESL. During its brief existence, CIEP has worked toward nationwide uniformity in intensive English programs and has begun to develop guidelines for college and university personnel on the interpretation of scores on standard tests and what to expect in regard to English proficiency on the part of foreign students. An English proficiency-level chart has been prepared and made available to college and university officials. The 12 or so members of CIEP, all administrators and teachers in intensive English programs, hope to establish a central office which will serve as an informational clearinghouse for all language institutes. CIEP's first "president" was Shigeo Imamura of Michigan State University (1966-67); the second was Gordon E. Ericksen of New York University (1967-68).

Professional Publications

Publications in the TESOL field—journals, newsletters, and monographs—have been increasing at a fast rate during recent years. Two old standbys—*English Language Teaching*, published by the British Council in association with Oxford University Press, and *Language Learning*, published by the Research Club in Language Learning at the University of Michigan—seem to be as vigorous as ever. Other serials, whose files do not date back so far, have continued publication over several years: *MST English Quarterly* (Manila), *English Teaching Guidance* (Tel Aviv), *English Teaching Forum* (Washington, D.C.), *Englisch an Volkshochschulen* (Munich), *ELEC Bulletin* (Kanda, Japan), *Journal of the Teachers of English in Ethiopia* (Addis Ababa), *ELT Broadsheet* (Kaduna, Nigeria), and *English Bulletin* (Hong Kong).

Now we have a number of newcomers to the field which are devoted wholly or in part to TESOL: *TEFL: Bulletin for Teachers of English as a Foreign Language* (Beirut), *English for Immigrants* (London), *Journal of the Nigerian English Studies Association* (Ile-Ife), *English Teaching* (Rio de Janeiro), *Journal of English Teaching* (Tokyo), *ATEFL Newsletter* (Association of Teachers of English as a Foreign Language, London), *Englisch: Eine Zeitschrift für den Englischlehrer* (Berlin), *Workpapers in English as a Second Language* (Los Angeles, Calif.), *English for American Indians* (Washington, D.C.), *TESL Reporter* (Laie, Hawaii), *ESL Newsletter* (San Diego, Calif.), and *SEAMEC Regional English Language Centre Newsletter* (Singapore). *Occasional Papers* of the American Language Institute, New York University, underwent a name-change in 1967; the current title is *Journal of English as a Second Language*.

Bibliographies and Surveys

During the last ten years or so the Center for Applied Linguistics (CAL) in Washington, D. C., has provided services of inestimable value to the TESOL profession. Sirarpi Ohannessian, Director of the English Program, and her staff have prepared numerous TESOL bibliographies (14, 25, 26, and others) and surveys (24, 28, 33, 64, 424, 425 and others), arranged and sponsored large conferences and conventions, and coordinated many developing TESOL projects and programs over the years. The Center has been and still is the largest and most efficient clearinghouse on TESOL and other professional language-teaching matters. It has an extensive library, an excellent staff, and an impressive publication record.

A supplement to the Center's two-volume *Reference List of Materials for English as a Second Language* was recently published. The original volumes covered the period 1953-1964, and the supplement will cover 1964-1968.

Since 1966 CAL has operated the ERIC Clearinghouse for Linguistics, one of about 18 clearinghouses monitored and funded by the U.S. Office of Education (468). ERIC (Educational Resources Information Center) is a nation-wide service involving the collection, processing, and dissemination of information on significant literature in various educational fields. Documents are collected, evaluated, processed (indexed and abstracted), and made available to the public, for a fee, on microfiche or hard copy. ERIC also publishes lists of documents, newsletters, state-of-the-art papers, and the like. The ERIC Clearinghouse for Linguistics has four major components: (1) linguistics, (2) uncommonly taught languages, (3) teaching standard English to speakers of nonstandard dialects, and (4) *teaching of English as a foreign or second language.*

It has been announced that, with the cooperation of ERIC, the Information

Science subsidiary of Crowell-Collier-Macmillan will begin to publish a *Current Index to Journals in Education (CIJE)* in the spring of 1969. *CIJE* will cover articles in over 200 educational journals and periodicals in related fields. The coverage of peripheral literature relating to educational fields is a unique feature and especially important to TESOL; a considerable amount of informational material about TESOL activities goes unnoticed because of its publication in scattered and out-of-the-way places.

Language-Teaching Bibliography (15) *and Language-Teaching Abstracts* (Vol. 1, No. 1, January 1968) are our newest major bibliographical tools; both are edited jointly by the English-Teaching Information Centre of the British Council and the Centre for Information on Language Teaching, in London, and published by Cambridge University Press. TESOL publications figure prominently in these two items. The *Abstracts* is a quarterly, and it may be that the *Bibliography* will be serialized in some fashion or other, perhaps every few years, in the form of cumulative volumes of the *Abstracts*.

As mentioned earlier, it is virtually impossible to survey world-wide TESOL comprehensively. The most thorough recent TEFL survey, covering approximately a 10-year period and concentrating mainly on American efforts in the field, was done by Albert H. Marckwardt in 1967 (23); this item also appeared in a somewhat modified and abbreviated form in 1968 (22). Shorter TEFL surveys, covering American and British activities, have been prepared and made available through ERIC (12, 24, 28). Most of the contributions in this area are country surveys, and even these have been somewhat limited in their scope (33, 40, 46, 47, 49, 51, 60, 62, 68, 69).

It is heartening to note the increased attention given to the teaching of English to American Indians. A major problem of the Indian child is aptly stated in a report edited by Sirarpi Ohannessian (64):

"At present the education of the Indian student depends to a very great extent on how efficienctly he is taught English and how well he is able to learn it. Since all his other subjects will have to be learned through its medium, in a sense all his teachers are teachers of English. His higher education, again, is available only through the medium of English, and most of the careers open to him, as well as his contacts with the larger American community, are dependent very largely on his ability to communicate in English. The school, therefore, has a particularly urgent duty to equip him with this ability . . . ."

This statement applies equally well to children in other non-English-speaking minority groups, but there is a particular difference between Indians and others who learn English as a second language. Whereas the latter are immigrants or the children or grandchildren of immigrants, with cultural ties to foreign countries, the Indians are native North Americans with a culture here in the United States. And there is a long history of the Indians' resistance to assimilation into the larger American culture. Although a more favorable attitude exists now than ever before toward the white man's ways—including his language—a negative attitude still persists in some quarters.

The Bureau of Indian Affairs (BIA), the federal agency responsible for Indian education, has taken a number of important steps in recent years to upgrade the education of its charges, with improved English instruction as a primary focus (31). Linguistically oriented methods and materials have been incorporated into BIA schools more and more, in-service training for teachers has been instituted, and several EPDA summer institutes have been designated specifically for teachers of Indian children. Also BIA has been developing connections with major universities in regard to the retraining of its teachers and the redesigning

of its school curricula; this is a noteworthy effort toward bridging the gap between educational research on the one hand and the implementation of its conclusions on the other.

The Center for Applied Linguistics, under contract with BIA, made a survey of the problems of teaching English to American Indians in 1967 (64). It was an assessment of the teaching of English to Indian children in certain BIA and public schools with recommendations for more effective teaching and use of English at the schools. Recommendations from this study have now formed the basis for many of BIA's plans for the future. Of particular interest is the recommendation for research on styles of learning in Indian communities and a study of the implications of these for TESOL. Also of interest is the recommendation to teach Indian children to read their own language before they are made literate in English. The latter notion has found a great deal of support in bilingual programs elsewhere.

Teacher Training

Since language testing and bilingual education have been ably surveyed in the recent *Britannica Review*,* these subjects will not be treated here. However, references collected incidentally on both topics appear in my bibliography (Sections X and XIII). The remaining topics to be discussed are teacher training in the United States and the teaching of standard English as a second dialect, an activity which is marginal to TESOL.

TESL instruction and TEFL instruction are, of course, very much alike. The goals are often quite similar, and sometimes the same texts and methodology are found in both kinds of programs. As noted earlier, two main differences have to do with where the programs are located and which groups they are supposed to serve. Assessment in regard to domestic TESL programs turns out to be easier than assessment in regard to international TEFL programs; there is considerable standardization throughout the United States in teacher training, school aims, procedures, and equipment. We know, for example, that the immediate objective of virtually all public-school TESL programs is sufficient fluency in English to enable pupils to function in school like other children their own age. We also know a good deal about the kinds of teachers who staff such TESL programs, and this knowledge enables us to plan rather effective teacher-training courses and training materials for the teachers involved.

TEFL teacher training at the academic level dates from the early 1940's, when Charles C. Fries established the English Language Institute at the University of Michigan. By now I imagine there are 40 or 50 institutions of higher learning that have teacher-training courses in this field, but with the increased interest in providing English training to non-English-speaking elements of our own population, there has been a shift of emphasis at many institutions from TEFL to TESL. This shift is also reflected in the fact that most teacher trainees in TEFL and TESL remain at home to teach, rather than going abroad, upon completion of their training. Almost all of the graduate students in our M.A. program in teaching English to non-native speakers at San Francisco State College find teaching jobs in the Bay Area after graduation.

The biggest boost to TESOL teacher training in recent years came with the 1964 amendment to the 1958 National Defense Education Act (NDEA).

* See "Testing" by Rebecca M. Valette and "Bilingualism" by Horacio Ulibarri, both in *Britannica Review of Foreign Language Education*, Volume 1, 1968, ed. by Emma Marie Birkmaier. Chicago: Encyclopaedia Britannica, Inc., 1968.

This amendment authorized NDEA institutes for advanced study in ESOL, similar to the ones already being supported by government funds for teachers of science and foreign languages. Two summer ESOL institutes were conducted in 1964, four in 1965, five in 1966, twelve in 1967, and sixteen in 1968. In addition, two institutes ran on a school-year basis, September 1968-May 1969. Altogether, there were forty-one institutes authorized during the 1964-68 period.

These institute programs for teachers were administered by the U.S. Office of Education and were conducted by American colleges and universities. They typically included applied linguistics, methodology in second-language teaching, contrastive culture studies, and an opportunity to begin or continue the study of some modern foreign language. Most of them had practice teaching somewhere in the program, and a few had instruction and practice in the preparation of teaching aids.

At the end of June 1968 new legislation replaced NDEA legislation—the Education Professions Development Act (EPDA), which expanded support for TESOL teacher training. EPDA provided various forms of assistance, ranging from short-term institutes for teachers, supervisors, and teacher trainers, to full-time fellowship programs for experienced teachers. The new act continued the Teacher Fellowship Program originally authorized in 1965 (the Higher Education Act) as well as the institute programs. All subjects usually taught in school became eligible for support, but the intention was to continue support for thirteen subject categories, including ESOL. The authority for the fellowship program was expanded, so that projects could include graduate fellowships directed to any graduate degree, including the Ph.D.

EPDA also broadened the sponsorship of projects; states and local educational agencies as well as colleges and universities, from 1968 on could design and get support for projects to train or retrain teachers and other educational personnel. In the guidelines for project proposals under EPDA, three national priorities were set: (1) to train persons to work with the disadvantaged, (2) to train teachers and others in subjects that are in critically short supply, and (3) to cover areas of education where there are "particularly acute training needs." ESOL institutes have been clearly involved in the first two of these.

Two articles by Richard L. Light (20, 21) give a good deal of helpful information on NDEA and EPDA institute programs as well as other forms of government support the U.S. Office of Education is authorized to furnish educational programs, including ESOL activities. Various other articles provide summary information on specific institutes and aspects of their operation (344, 345, 348, 349, 353, 358, 359).

EPDA made possible a number of ESOL institutes and fellowship programs. EPDA-ESOL institutes for the summer of 1969 were conducted at the Alaska Methodist University (Anchorage), College of Holy Names (Oakland, Calif.), Pasadena College (Pasadena, Calif.), University of Southern California (Los Angeles), University of Southern Florida (Tampa), University of Illinois (Urbana), Emmanuel College (Boston, Mass.), Montclair State College (Upper Montclair, N.J.), Long Island University (Brooklyn, N.Y.), University of Puerto Rico (Rio Piedras), Educational Service Center, Region 20 (San Antonio, Tex.), Saint Mary's University (San Antonio, Tex.), University of Texas at El Paso, and St. Michael's College (Winooski, Vermont). EPDA-ESOL institutes for the 1969-70 academic year were conducted at Alaska Methodist University (Anchorage), University of Illinois (Urbana), Emmanuel College (Boston, Mass.), Inter-American University of Puerto Rico (Hato Rey), Educational Service Center, Region 20 (San Antonio, Tex.), and Saint Mary's University (San Antonio, Tex.).

Fellowship programs in ESOL were conducted at the University of California at Los Angeles, Georgetown University (Washington, D.C.), University of Texas at El Paso, and St. Michael's College (Winooski, Vermont).

Standard English as a Second Dialect

Nonstandard Negro English (NNE) began to attract a good deal of attention among linguists and TESOL specialists a few years ago. The linguists' interest was largely analytical research, but their interest also extended to sociolinguistics and psycholinguistic factors in the use of standard English on the one hand and nonstandard English on the other. Other social scientists have now joined the linguists in these latter areas of study, and intensive research is being conducted in several urban areas—New York City, Chicago, Detroit, Washington, D.C., and elsewhere.

The TESOL specialists' interest was in the problem of teaching standard English as a second dialect (SESD) to speakers of NNE. They reasoned, with certain justification, that the ESOL audio-lingual approach would be an efficient way to tackle the SESD problem, and they started small-scale teaching programs with a view to testing the validity of their assumptions. Drawing on the analytical research being done on NNE, they began to prepare contrastive studies—nonstandard contrasted with standard—which have served, in a sense, as teachers' manuals for devising classroom and laboratory lessons in the teaching of SESD. In a relatively short time, I believe, full-blown SESD courses, with records and/or tapes, will appear on the market. Thus far, the TESOL specialists' efforts in the SESD field have generally been regarded as experimental, but their methodology and materials show a great deal of promise.

Beginning earlier in this decade, government and foundation funds became available more and more for programs aimed at improving the lot of disadvantaged minority groups. A portion of these funds have been directed to educational programs—research and teaching—involving, among other things, the acquisition of a standard dialect of English on the part of Negro school-age children and young adults. It was noted earlier that one of the service components of the ERIC Clearinghouse for Linguistics was teaching standard English to speakers of nonstandard dialects. Also it is worth noting that ESOL programs; authorized under EPDA, are designed to improve the qualifications of individuals engaged in or preparing to engage in the teaching of English to students who speak a first language other than English, *or a nonstandard dialect of English*. Relatively few teacher-training institutes involving SESD have been funded under NDEA or EPDA. Funding has come mostly from other government sources.

The National Council of Teachers of English reprinted several articles in booklet form recently from a 1968 issue of *Elementary English*; the booklet includes bibliographical items 379, 385, 390, 394, 396, and 399, providing a good introduction to the problem of NNE and the schools. Also of interest for background in this field are items 378, 380, 381, 386, 387, 397, 400, 402, 403, and 404.

PART II—1967-68 TESOL BIBLIOGRAPHY

The term "year" to academic people often means school year, from September of one year to June of the following year. Government people talk about the fiscal year, from July 1 of one year through June 30 of the next. Others tend to think in terms of the calendar year, from January 1 through December 31. When we speak of the "year's work" in a given field, we get various interpretations. To add to the time confusion in bibliographical work, journals are sometimes released months, even a year, after the date printed on the "current" issue.

I decided to aim at a two-year coverage in the bibliography which follows: the calendar years 1967 and 1968, according to imprint dates. This enabled me to cover 1967 and the first part of 1968 fairly well; the latter part of 1968, however, is less well covered, because some 1968 issues of journals were not released in time for indexing and listing. Another problem was that some 1968 issues of foreign journals, although released, arrived too late for indexing and listing. These omissions, I presume, will be included in later installments of this bibliography or a bibliography similar to this one issued at a later date.

List of Abbreviations for Items Cited:

BJEP	British Journal of Educational Psychology (London)
CJER	California Journal of Educational Research (Burlingame, Calif.)
EdF	Educational Forum (Champaign, Ill.)
EE	Elementary English (Champaign, Ill.)
EJ	English Journal (Champaign, Ill.)
ELTB	ELT Broadsheet (Kaduna)
EngB	English Bulletin (Hong Kong)
EngI	English for Immigrants (London)
EngLT	English Language Teaching (London)
EngT	English Teaching (Rio de Janeiro)
ES	English Studies (Amsterdam)
ETF	English Teaching Forum (Washington, D.C.)
ETG	English Teaching Guidance (Tel Aviv)
FFLR	Florida Foreign Language Reporter (N. Miami Beach, Fla.)
IRAL	International Review of Applied Linguistics (Heidelberg)
JESL	Journal of English as a Second Language (New York)
JNESA	Journal of the Nigeria English Studies Association (Ile-Ife)
JTEE	Journal of the Teachers of English in Ethiopia (Addis Ababa)
LanM	Les Langues Modernes (Paris)
LingR	Linguistic Reporter (Washington, D.C.)
LL	Language Learning (Ann Arbor, Mich.)
MLJ	Modern Language Journal (St. Louis, Mo.)
NAFSAN	National Association for Foreign Student Affairs Newsletter (Washington, D.C.)
NS	Die Neueren Sprachen (Frankfurt)
OP	Occasional Papers: A Publication of the American Language Institute, New York University. [Title changed to *Journal of English as a Second Language* with Vol. 2, No. 2, 1967.]
Praxis	Praxis des Neusprachlichen Unterrichts (Dortmund)
RLA	Revista de Lingüística Aplicada (Concepción)
S&S	School and Society (New York)

TCR Teachers College Record (New York)
TE Teaching English (New Delhi)
TEFL TEFL: Bulletin for the Teachers of English as a Foreign Language (Beirut)
TENC Teacher Education in New Countries (London)
TES Times Educational Supplement (London)
TESOLN TESOL Newsletter (Washington, D.C.)
TESOLQ TESOL Quarterly (Washington, D.C.)

Analyzed Collections:

1. *EDRS*—Documents available from ERIC Document Reproduction Service (EDRS), National Cash Register Co., 4936 Fairmont Ave., Bethesda, Maryland 20014.

2. *LD—Language Development: Selected Papers from a Ford Foundation Conference on the State of the Art*. New York: The Ford Foundation, 1968. 68 pp.

3. *PFLT—Problems in Foreign Language Testing. Language Learning*, Special Issue Number 3, August, 1968. 183 pp.

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